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ABSTRACT

The Quinmester course on words gives the student the opportunity to increase his proficiency by investigating word origins, word histories, morphology, and phonology. The course includes the following: dictionary skills and familiarity with the "Oxford," "Webster's Third," and "American Heritage" dictionaries; word derivations from other languages; ways in which things are named; ways in which words have come into our language; ways in which our language has been enriched; influence of other languages on English; ways in which words are created; sources of new words; ways in which words have changed in meaning; investigation of folk etymologies; word formations; inflectional and derivational endings; changes in word forms; diacritical marks; phonetic alphabet; changes in pronunciation in the language; sounds in the language; pitch, stress, and juncture. The course outline also contains a seven-page list of resource materials. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: WORDS, WORDS, WORDS 5111.15
5112.15
5113.15
5114.15
5115.15
5116.15
5187.01

English, Vocabulary

DIVISION OF INSTRUCTION • 1971

CS 200 030

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English, Vocabulary

Written by Barbara Lamb
for the
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Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: WORDS, WORDS, WORDS

COURSE DESCRIPTION: Presents the student with an opportunity to increase his proficiency by investigating word origins, word histories, morphology, and phonology.

I. PERFORMANCE OBJECTIVES

A. Given a list of words, the student will investigate the origins of the words.

B. Having examined a list of words, the student will demonstrate his ability to trace the etymology.

C. Given a list of words, the student will specify the types of morphemes in each word.

D. Given a list of words, the student will apply his knowledge of the means of phonemic transcription.

E. Given the opportunity to increase his word proficiency, the student will apply his knowledge of phonology, morphology, etymology, and derivation in a given situation.

II. COURSE CONTENT

Has anything like this ever happened to you? In a magazine story, you read a new word -- "blackguard". Although you have never heard the word before, the context helps you figure out its meaning. The next day when you are reporting an incident that happened at school to your mother and father, you pronounce the word as it looked -- "black-guard." Your parents laugh heartily and then to your embarrassment, you are told that it should be pronounced blag ard. One or two experiences of this kind would teach you that you cannot always depend on the spelling of English words to tell you their pronunciation.

One of the primary reasons for teaching this course in Words, Words, Words, is to help students avoid this kind of error as well as give them a clearer understanding of words and their forms and a number of interesting facts about our language.

In order to accomplish these objectives, the course includes the following:

A. Dictionary skills and familiarity with the Oxford, Webster's Third, and American Heritage dictionaries.

B. Word derivations from other languages

C. Ways in which things are named

D. Ways in which words have come into our language

E. Ways in which our language has been enriched

F. Influence of other languages on English

G. Ways in which words are created

H. Sources of new words

I. Ways in which words have changed in meaning

J. Investigation of folk etymologies

K. Word formations

L. Inflectional and derivational endings

M. Changes in word forms

N. Diacritical marks

O. Phonetic alphabet

P. Changes in pronunciation in the language

Q. Sounds in the language

R. Pitch, stress, and juncture

III. TEACHING STRATEGIES

A. Given a list of words, the student will investigate the origins of the words.

1. Instruct students in the use of the dictionary for word derivations or origins. Use acetates for illustration.

2. Show the filmstrip "Word Meanings Change" from Word Study Series. The use of the dictionary to find origins of words is explained.

3. Show filmstrip "Unusual Word Origins" from Word Study Series. Have students select a word to trace its origin and present findings to class as a follow-up.

4. Have students construct posters illustrating word origins.

5. Give students a list of words for which they are to indicate the language from which each is derived.

6. Show the filmstrip "Words Derived from Latin and Greek" from Word Study Series. Discuss. As a follow-up, put students in groups and have them apply the information learned.

7. Show filmstrip "Words Derived from Other Languages" from Word Study Series. Have students bring other examples to class and present to other students.

8. Show the filmstrip "What's in a Name?" to illustrate some of the ways in which people, places, and things receive their names.

9. Show filmstrip "Words Then and Now" to illustrate derivations from other languages and how knowing roots aids in discovering meaning as well as helping with spelling of words. Also included are the origins of some family names and theories of word origin.

10. Have class work on words that came from classical mythology and history.

11. Have students investigate words we commonly use that are French in origin such as rendezvous, tete-a-tete, billet-doux, cafe, restaurant, chef, entree, fiancee, debutante, matinee, coupe, and chauffeur. Work with students on the types of words that are in English that are of French origin and when and how these words came into English. The same type of activity could be done with words from other languages.

12. Give students a paragraph containing words which were adapted into English directly from the Indian language or as a result of the early settlers' encounters with the Indians. Have them identify the words and consult their dictionary for verification. Have them tell what features of the frontier these words suggest.

13. Ask students to find the origin and original meaning of the word "sobriquet" in an unabridged dictionary. Have them substitute the primary name for each of the following sobriquets: paleface, redcoat, Old Glory, iron horse, Jolly Roger, staff of life.

14. Have students look up the origin of any specific word such as the verb "inaugurate" in an unabridged dictionary and be prepared to explain how it came to have its present meaning. Have them use the various forms of the word (inaugurated, inaugural, inauguration) in sentences.

15. Give students a paragraph containing loan-words that passed into American-English by way of the Western frontier. Have them identify the loan-words and explain why they think these words were useful additions to the pioneer's vocabulary.

16. Have students investigate the derivation of scientific words. Some examples are robot, radioactivity, atom, petroleum, phosphorus, psychology, telescope, trajectory, missile, astronaut, cyclotron, megaton.

17. Have students use various reference works and report on the origin of American place names. Some examples are Albany, New York; Chicago, Ill.; Louisiana; Niagara Falls; Sheepshead Bay; Pittsburgh, Pa.; Sing Sing, New York; Omaha, Nebraska; Miami; Pike's Peak; Oshkosh.

18. Have students investigate the origins of words that were derived from names of people. Some examples are mackintosh, pompadour, martinet, pasteurize, sandwich, cardigan, gerrymander, sideburns, macadam.

19. Have students keep a notebook containing interesting word origins.

20. Have students make charts of words that have been borrowed from other languages such as Latin, French, Greek, Italian, Dutch, Australian, Japanese, African, Polynesian.

21. Discuss the influence of the French in America on present-day American English. Have groups of students investigate the words in present-day American English which may be traced to the French in America. Do the same with the Spanish and Mexican influence, Dutch influence, German influence. Students could report back to class in a symposium, panel, or round table discussion.

22. Lead a discussion on how words are made or created such as compounding, back-formation, blending, acronyms. Show videotape on this subject. Have students think of examples. Compounding -- fog plus smoke is smog; clipping -- examination is exam; acronyms -- VIP; back formation — peddle from peddler.

23. Divide students into groups and have them investigate various areas of American life to see what words each has contributed to the language. Some areas are politics, sports, transportation, entertainment, business, communications, literature, food.

24. Have students investigate the ancestry of someone named Wright, Smith, Webster, Chapman, Fuller, Fletcher, Cartwright. Last names in English often indicate the occupation of the man who originally took the name.

25. Have students look up the origins of synonyms in order to realize the richness of words which share a common meaning. Some examples are apprehend, seize, catch; genial, cheery; multifarious, diverse.

26. Differentiate between homonyms, homographs, and homophones. Have students think of examples and determine origins of examples. Some examples of homophones are fair-fare; break-brake; male-mail; bare-bear; wait-weight.

27. Ask specific students to read and report on sections of <u>The Language Book</u> by Franklin Folsom.

28. Discuss with students the many sources of new words and provide them with examples. The principal ones are borrowing, derivation, compounding, back formation, clipping, acronyms, proper names, sound limitation, and coinage.

29. Have students list all the words on a specific page or pages of Webster's New World Dictionary that have been brought into English from other languages. In each case, give both the immediate and the ultimate source language. Select ten of the words and for each have students make an informed guess as to when each was borrowed.

30. Have students compile a list of acronyms and abbreviations (without periods between letters) from newspapers and magazines.

31. Give students a group of words that are blends and have them find the probable origins. Examples are flabbergast, flunk, jolt, teetotal.

32. Give students a group of words that are shortenings and have them find longer words from which they came. Examples are exam, flu, hack, movie, radio, scram.

33. Have students view the soundstrip "Our Changing Language" which shows how our language grows and changes and how science and sports add new words.

34. Give the students a list of words and have them make up a story about how they think the words came to mean what they now mean. They should check with the dictionary or other resource books. Examples: guy, mob, nervous, extra, clue, lunatic.

35. Have students discuss how new words are introduced to the language. Examples: Renaissance, wars, TV, newspapers, slang.

36. Ask students to read the story of words related to events such as chauvinistic, boycott, and mesmerize and report back to class.

37. Have students write a paper on the picturesque appeal of Spanish or French words in the American language.

38. Have students research the origin of the term "Labor Union" and related words such as scab, picket line, walkout, sitdown strike.

B. Having examined a list of words, the student will demonstrate his ability to trace the etymology.

1. Instruct students in the use of the dictionary for etymological entries. Use acetates for illustration.

2. Have students construct posters illustrating histories of words.

3. Give students a list of words for which they are to trace the history.

4. Give students a list of words that have interesting etymologies. Ask them to write the etymological entry in the dictionary and in a sentence or two, explain the relation between the current meaning of the word and its original meaning.

5. Have students determine the original meaning of the following words and use them in a sentence showing today's meaning: Waterloo, Armageddon, Arcadian, Lilliputian, Cinderella, Methuselah.

6. Have students keep a notebook of interesting word histories.

7. Have students view the soundstrip "Interesting Facts about Your Language" which has the "life history" of two English words.

8. Show the filmstrip "Times and People Change Words" which shows new meanings from old words, and words for new ideas and things, and spelling.

9. Show and discuss the film Our English Language: How it Grows and Changes.

10. Define and discuss folk etymology. Have students investigate the folk or popular etymology of a group of words such as belfry, crayfish, salt cellar, ten gallon hat, cockroach.

11. Ask students if their family name has undergone any changes and to describe the kinds of changes. Have them compare the history of their family's name with those of fellow students.

12. Give students a list of words which English has borrowed from other languages. Ask them to indicate the language the words came from and the changes the words have undergone. Some words to use are wigwam, ranch, bureau.

13. Have students investigate new meanings for old words and/or special meanings of words. Some words to use are gridiron, pin, alley, strike, squad, foul for special meanings and knave, worm, minister, quick, slogan for changes in meaning.

14. Discuss with students the three main ways in which meanings of words change (extension, limitation, and transfer). Give them examples.

15. Have students make a list of ten words which they consider slang and write their definitions of each. Ask them to check Webster's Third New International Dictionary or the latest abridged dictionary available to see if the words are accurately defined there.

16. Give students words which they are to look up in the Oxford English Dictionary or the American Heritage Dictionary, and have them write a report on the various etymologies.

17. Assign oral reports on the section "Thousands of New Terms Arise" in Mitford Mathew's book American Words.

C. Given a list of words, the students will specify the types of morphemes in each word.

1. Instruct students in the use of the dictionary for inflectional and derivational forms of words. Use acetates for illustration.

2. Have students construct posters illustrating prefixes and suffixes with meanings and examples.

3. Work with students on the rules of spelling for forming the present participle, past tense, or noun forms of verbs.

4. Have students view the soundstrip "Grammar in Words: Form Words" which points out how form class words are formed, the use of the possessive form, and addition of morphemes.

5. Give students a list of roots from which they are to form three words by adding a prefix, suffix, or both to the root. Example: tract, (draw, pull), retract, traction, detract, attraction.

6. Work with students on forming the correct plurals of nouns, of foreign words, and of compound words.

7. Have students view the filmstrip "Roots and Shoots" which describes roots, prefixes, and suffixes.

8. Show the filmstrip "Word Building" to introduce free and bound morphemes and different types of prefixes and suffixes.

9. Show the film Word Building in Our Language. Lead a discussion of the concepts presented in the film.

10. Have students do the following and compare answers. Write one example or more of words using a selected group of prefixes and suffixes provided by the teacher.

11. Have students write one example or more of words derived from a selected group of roots and compare answers.

12. Instruct students in the two types of suffixes: derivational and inflectional. Give exercises that illustrate and give practice in both types.

13. Give students a group of verbs and ask them to make a new word which has the opposite meaning by adding a prefix.

14. Have students indicate how suffixes affect the function and the meaning of the word.

15. Have students investigate the changes in form of some words borrowed from other languages such as French, Spanish, Dutch, Indian, and German.

16. Discuss inflectional or grammatical English endings with students. Have them think of examples.

17. Explain the meaning of morphemes to students. Give examples such as child plus plural is children (two morphemes); child's is child plus possessive (two morphemes); children's is child plus plural plus possessive (three morphemes).

18. Point out to students that prefixes and suffixes are morphemes. Give students a list of words and have them chart out the morphemes. An example would be subtract -- sub+tract (two morphemes; prefix plus root); ponies' -- pony+plural+possessive (three morphemes); tried -- try+past tense (two morphemes); welder -- weld+er (two morphemes); geese -- goose+plural (two morphemes).

19. Ask students to think about the number of morphemes in some of the words they see for a period of a few days. Have them make up legitimate words containing as many morphemes as possible by using plurals, prefixes, and suffixes.

20. Explain that word roots, bases, or stems are also morphemes and that words having the same root are related in meaning. Give examples as illustrations. chrono -- chronicle, chronometer, chronological, anachronism; secut -- consecutuve, prosecute, sequence, consequently; mag -- magnify, magnitude, magnanimous. Have students think of other examples.

21. Give students a word root and ask them to think of as many words as possible that use that root, to define and/or use in sentences the words that contain the root.

22. Do the same kind of exercise outlined above for prefixes and suffixes.

23. Have students write words by using suffixes. Caution them concerning correct spelling. Some examples of suffixes to use are -fy, -ish, -age, -cy.

24. Give students groups of verbs for which they are to write the inflected tense forms. They should check their forms against those given in the dictionary.

25. Ask students to list derivational suffixes which form nouns from adjectives and give an illustration of each. Have them reverse the process.

26. Give students a list of adjectives to divide into three groups -- those using the -er and -est suffix, those using more and more, and those which might use either.

27. Give students a group of words which they are to analyze into their constituent morphemes and classify each morpheme as base, suffix, or prefix.

28. Ask students to use derivational prefixes and suffixes to make as long a list as they can of words derived from a base that you give them. When their list is as long as they can make it, have them check against an unabridged dictionary and add additional words.

29. Give students a group of words and ask them to change the form class of the word by adding the appropriate affixes.

D. Given a list of words, the student will apply his knowledge of the means of phonemic transcription.

1. Instruct students in the use of the dictionary for understanding of diacritical marks and their sounds. Use acetates for illustration.

2. Increase pronunciation skills by having students recite assigned words according to pronunciation symbols. Explain table of symbols.

3. Have students show how words are pronounced by putting in diacritical marks and accents of words that can be used as different parts of speech according to pronunciation. Some examples are refuse, attribute, extract, addict, protest, record.

4. Determine the pronunciation of words derived from the French language such as flambeau, debris, bcuquet, gourmet, ingenue, petite, ennui, tableaus.

5. Have students determine difference in pronunciation of homographs such as "wind" in wind the clock and "wind" in wind from the west; "tear" in a tear rolled down her face and "tear" in a tear in his pants.

6. Have groups of students investigate and report back to class the changes in pronunciation of words that American English has borrowed from Indian, French, Dutch, German, and Spanish.

7. Ask students to research the changes in accents or sounds of consonants and long and short vowels since the time of Old or Middle English. Also have them investigate the sounds that were dropped or added.

8. Instruct students in the symbols and sounds of the phonemic alphabet. Give them a ditto or mimeograph copy of the Trager-Smith phonetic alphabet and ask them to learn it.

9. Put students in groups and have them practice sounding out the phonemic alphabet.

10. Give students a list of words to mark with the correct sound of the phonemic alphabet.

11. Have students distinguish between voiced and voiceless consonants. Give them words containing both; have them place their fingers on their voice box to feel the vibration of the voice box on voiced consonants as they pronounce each word.

12. Give students groups of words that they are to sound out and then write phonetically.

13. Explain the vowel and diphthong sounds. Give them lists of words that illustrate the eight short vowels, the six long vowels, and the four diphthongs.

14. Have students write their names and the names of their friends according to the phonetic alphabet.

15. Give students written and oral sentences to write according to sound. A popular song could also be used.

16. Give students sentences that are written in phonetic spellings and have them put the sentence into conventional spelling and punctuation.

17. Use a transparency that illustrates or diagrams the speech organs. Explain to students where and how specific sounds are produced.

18. Discuss with students the role of intonation (stress, pitch, juncture) in phonology. Give examples of each.

19. Have students view the filmstrip "Pitch, Stress, and Juncture" to emphasize that what they say and how they say it are important to meaning.

20. Have students listen to records or tapes of the sounds of Old English and Middle English and compare them with the sounds of Modern English.

21. Give students a short passage or poem and have them transcribe it according to their pronunciation of the words.

22. Have students write a very short autobiography of approximately 100 words and transcribe it into the phonemic alphabet.

23. Give students words in French or Spanish and have them write them phonetically in that language.

24. Use a tape recording of the student's voice for analysis. Have students consider what contributes to their speech. (stress, pitch, juncture, accent, pronunciation)

25. Emphasize the importance of stress and intonation in communicating ideas. Have students read aloud a list of "double meaning" sentences.

26. Show students the importance of grouping words by changes in stress, pitch, and juncture. Example: Mr. Ragamuffin, my dog is a poodle. Mr. Ragamuffin, my dog, is a poodle.

E. Given the opportunity to increase his word proficiency, the student will apply his knowledge of phonology, morphology, etymology, and derivation in a given situation.

1. Have students discuss the ways in which the English stock of words has grown such as through names of people, names of places, trade names, new inventions. They may give examples of each.

2. Show the films Build Your Vocabulary and Who Makes Words? and discuss the ideas presented.

3. Promote a discussion on words that have come into the language directly from other languages such as pathos, ingenue.

4. Have a panel discussion of the enrichment of American English resulting from words from other languages such as Indian - racoon, French - bayou, Spanish - coyote, canyon, Dutch - waffle, German- delicatessen, Africa - gumbo.

5. Discuss with students examples of words that have become a part of American English because of slang. Some examples are cold feet, bamboozle, killjoy,

yes-man, half-baked, stooge.

6. Have students speculate what new words future English will contain. Have them project the pronunciation of these words. Their ideas of words in the future should be based on the knowledge they have gleaned about words and sounds in this course.

7. Ask students how language gets a word when it needs a new one. Discuss the possibilities. Have students give examples.

8. Ask students to invent a word and explain the process they went through. Then have them find words in English which illustrate this process of language innovation.

9. Have students list terms for recent inventions, scientific discoveries, industrial processes, social and political changes. They should check a dictionary to see if the terms are included. They should also check earlier editions to discover the approximate time a term was used widely enough to warrant inclusion in a standard dictionary.

10. Have students compare the differences in vocabulary and pronunciation between their speech and that of their parents or grandparents. Ask them to report their findings to class.

11. Have students listen to tapes or recordings of famous speeches and jot down words for study and discussion.

12. Organize a panel discussion of the historical and geographical forces in American English.

13. Have students write a composition on "Why Does Language Change?" Consult Webster's New Third Edition.

IV. STUDENT ACTIVITIES

A. Listen to TV or radio commercials or read newspapers and bring to class a list of brand names that were invented to suit a product.

B. Look in the dictionary to find how these words began.

vulcanize	CARE	poinsettia	tantalize
G. I.	malapropism	indigo	America
pirate	ampere	VIP	hamburger
candidate	Atlantic	frankfurter	racoon
shampoo	Cassandra	fez	waffle
coffee	derby	oydssey	cereal

C. Form the correct plurals of the following words. Check with the dictionary.

chateau	knife	no	mosquito	turkey	cupful
oasis	studio	crisis	chief	spy	patch
moose	alumnus	picnic	appendix	datum	son-in-law

D. Look up the following words in the dictionary. Check carefully all the pronunciations indicated and be prepared to pronounce these words aloud in as many ways as the dictionary indicates.

decadent phthisis quay radiator epitome machinations

E. Look up each of the following verbs in your dictionary and write the past tense and the perfect participle of each.

burst	prove	shrink	work	dive
cleave	refer	hang	swell	wring

F. Write the derivation of the following words. Consult the list of abbreviations in your dictionary to learn what these abbreviations mean.

granite [It. granito, fr. pp. of granire to granulate, fr. grano grain, fr. L. granum]

prune [M.E., fr. MF, plum, fr. L. prunum-- more at PLUM]

G. List the first 25 words from the most recent composition that you have written and use your dictionary to determine the origin of each word.

H. List all the foods that you ate yesterday. Look in your dictionary to see how many of the words for these foods are of French origin.

I. Explain in a paragraph why so many of our borrowed words are words which refer to food and clothing.

J. Find the meaning and origin of spoonerisms. Write examples of as many as you can think of.

K. Coin an acronym for a new name for your club.

L. List the word blends and the words that were combined to coin them in Lewis Carroll's poem "Jabberwocky" or an excerpt from John Lennon's book <u>In His Own Write</u>.

M. Think of two one-syllable words for each of the vowel sounds. Make a nonsensical rhyme with each of these pairs of words.

N. Get a copy of the lyrics of a song and underline the examples of assonance.

O. Find examples of consonance and alliteration in poems, stories, or songs and tell how each helps to strengthen the sound effects or impressions.

P. Say each of these words aloud and then tell what the vowel sound is.

far, fare, fate, fall, fat

south, soul, youth, cousin, could

soon, stood, flood

mule, rude, full, dull

glove, stove, prove, prod, wolf

break, beak, head, heart

Q. List ten current words which you think may become obsolete fifty years from now. Indicate your reasons.

R. Check the etymology of each of the following words to determine its original meaning. Write the original meaning and at least two current meanings for each word:

boy, capital, mince, summon.

S. Project yourself 100 years into the future. Write a few paragraphs using the language that you think will be used.

T. Make up a pun based on homophones.

U. List ten compound words that we have coined concerning baseball and football.

V. Make a list of current teen-age expressions that you think originated on TV.

W. Write a creative essay in which you use expressions which were borrowed from another language and which have remained in their original form. For example, we have borrowed many expressions from Italian and French that pertain to food.

X. Make a dictionary of your own of current slanguage. Include the origin, history, pronunciation, meaning, different forms of the word, etc.

Y. Look up each of the following words, noting its spelling, its pronunciation, and its various meanings. Then on a sheet of paper, list the words and, after each, write a brief account of its etymology:

jeremiad	shilly-shally	stentorian
iconoclast	buncombe	shibboleth

Z. Read and report on some portion of the book More About Words by Margaret S. Ernst.

AA. Use an abridged dictionary or a good book of word derivations and show how the derivations of five of the following words tell us something about human nature or human experience.

alien	error	idiot	pagan
barbarian	gossip	infantile	pay
criticize	heathen	minion	savage
doom	hostile	mob	tyrant

V. STUDENT RESOURCES

A. State-adopted textbooks

Modern English in Action Series. Boston: D. C. Heath and Co., 1968.

Postman, Neil, et. al. New English Series. New York: Holt, Rinehart, and Winston, Inc., 1967.

New Dimensions in English. Cincinnati: McCormick-Mathers Publishing Co., Inc., 1966.

Standard College Dictionary. Atlanta: Harcourt, Brace, and World, Inc., 1966.

Success in Reading Books 1-6. Atlanta: Silver Burdett and Co., 1967, 1968.

Thorndike-Barnhart High School Dictionary. Atlanta: Scott Foresman and Co., 1968.

Webster's New Student Dictionary. New York: American Book Co., 1964.

B. Non-state-adopted supplementary materials

About Words: A Scriptographic Presentation. Greenfield, Mass.: Channing L. Bete Co., 1965.

Adventures with Words. New York: Amsco School Pub., Inc., 1946, 1947.

The American Heritage Dictionary of the English Language. Boston: Houghton Mifflin Co., 1969.

Brown, Ivor. Programmed Vocabulary. Chicago: Lyons and Carnahan, Inc., 1970.

Brownstein, Samuel C. and Weiner, Mitchell. Barron's Vocabulary Builder. Woodbury, New York: Barron's Educational Series, Inc., n.d.

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English Grammar and Composition. New York: Harcourt, Brace, and World, Inc., 1965.

Ernst, Margaret S. Words. New York: Knopf, 1960.

Evans, Bergen. A Dictionary of Contemporary American Usage. New York: Random, 1957.

Funk, Wilfred. Word Origins. New York: Grosset, 1950.

Goldberg, Isaac. The Wonder of Words. New York: F. Ungar Pub., 1957.

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Speech Synthesis. Southern Bell Telephone.

The Strange Case of the English Language, Parts 1 and 2. Bailey Film Associates. 48 min. color. 1-31876, 1-31877.

Who Makes Words? Coronet. 10 min. B/W. 1-01220.

Word Building in Our Language. Coronet. 11 min. B/W. 1-01223.

D. Media resources - filmstrips

Dictionary. Language Arts Guidance Service for Senior High School. Filmstrip and recording.

The Dictionary - Part I and Part II. McGraw Hill Text Films, n.d. 2 filmstrips.

Grammar in Words: Form Words. S.V.E. 60 frames. 1 F/S.

Interesting Facts about Your Language. S.V.E. 42 frames. 1 F/S.

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E. Media resources - games

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G. Media resources - transparencies

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H. Media resources - videotapes

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VI. TEACHER RESOURCES

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